

# Alpha Charter Of Excellence



2014-15 School Improvement Plan

## Alpha Charter Of Excellence

1223 SW FOURTH ST, Miami, FL 33135

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

95%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F			

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Alpha Charter of Excellence is to inspire all children to a life-long love of learning, excellence and academic success by maximizing student achievement through service learning activities and projects in a safe, nurturing and a Microsociety environment.

##### Provide the school's vision statement

The vision is to provide a quality education to all students and prepare them to compete in the global economy through the collaborative efforts of administrators, teachers, parents and the community.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school environment at ACE promotes students' cultures and builds relationships between teachers and student.

Alpha Charter of Excellence is a small public charter school that promotes individualized attention to students and parents. The administration has an open door policy for students, teachers and parents. The school provides opportunities for parents and students to share their culture in many events and activities. For example, during Multicultural month, we have students dress up in their heritage clothing and parents are welcome to show case their cultures as they participate in the event. In the classroom, the teacher provides many opportunities for the students to share and provide their input in the different lesson. The activities promote the understanding of the child and adolescent development and setting home conditions that support the child as a student. The school has identified three Microsociety events per school year to promote positive relationships among all stakeholders. Students, teachers and parents work together to celebrate accomplishments and talents of students.

Communication is an essential key for teachers to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Teachers provide all students with an agenda that is used for parental communication at all times. Teachers shape their classrooms so they are able to communicate positively with all students. Furthermore, teachers use the Marlins Bucks for incentive to promote positive interaction among all students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

ACE considers a safe and respected environment is vital. The school has implemented "Caught with Character" program where teachers identify the students that are doing the right thing. Caught with Character bulletin board is displayed in our school. It is a fun and interactive way to highlight the good character students engage in every month.

The classroom teachers have implemented rules to promote the respect, positive relations, and order that helps prevent bullying in the classroom. The Marlins' Bucks is a money incentive program where teachers pay students when they have behaved in a respectful manner as well as doing the right thing. During the Microsociety events, fifth grade students are "Peace Makers." Their role is to guide Kindergarten students with the business operation. All students are required to build a business, sell products and market. This process provides all students with the knowledge on how to be business



entrepreneurs.

Students learn how to be positive role models. Teachers and administration show students respect and encourage them to be successful.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Alpha Charter of Excellence implements the Miami Dade County student code of conduct for elementary students.

In the classrooms, the teacher use reward and praise system to motivate the students to do the right thing. All classrooms have a behavior chart where students are able to see how they are behaving constantly. Through the agenda, teachers and parents are able to communicate in a weekly basis to report behavior.

For serious infraction, a referral system is in place for teachers to document all incidents. The principal and teacher provide conferences with students and parents when the referral is written. The school also provides the Marlins' Bucks as a mean of positive management system. The students receive Marlins' Bucks when they are caught doing the right thing. With the Marlins' Bucks, the students are able to buy educational treats once a week.

At the beginning of every school year, the Principal trains teachers and staff members on classroom management strategies and provides guidelines.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

In order for the students to do well in school, the social-emotional needs need to be met at school. Alpha Charter of Excellence provides the following:

Stability: The school offers the stability of the learning environment, the familiarity of school life, the rhythms of the daily schedule, consistent behavioral expectations and rules, the presence of adults who will offer care and support.

Connectedness: The school offers connectedness to ensure that students feel a sense of connectedness to caring adults in the building and to their peers. The parents have many opportunity to participate in school events and activities that enables all of the stakeholders to stay connected. When transferring from school to school, the administration ensures the information and communication between schools is

thorough and complete. Also, the school is well connected in the community and will refer parents to resources around the community for assistance and support. The school has partnered with a non profit organization called CNC. This organization provides students and parents with the following services: Financial Literacy, Refugee Employment, Youth Programs, Counseling, Mentoring and Foreclosure Intervention. ACE has a buddy system to help those struggling students with a high achieving student in the classroom. The classroom teacher also mentors the student that exhibits any social-emotional distress. If the problem is considered to be further evaluated, the child is referred to the office to be mentored and counseled by the administrator.

Intervention: Alpha Charter of Excellence uses positive behavioral support to decrease behavior problems.

The school psychologists and other student support personnel are critical members of the school team

that ensures quality, genuinely accessible education for all students. The School Support Team help individualize and improve instruction, support students' social and emotional behaviors. As a positive behavior support, ACE has implemented the Marlins' Bucks. The money system is used in the classroom to pay students for proper behavior, classroom jobs, attendance and academic rewards.

Three times a school year, the students organize a Business Venture where they are business owners selling and buying products with their money earned throughout the school year.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Classroom Teachers have displayed a perfect attendance sign where each colored letter represents a 100% attendance on that day. Once the letters are all colored, the classroom teacher will reward the students with an ice-cream party. Teachers and Administrator contact the parents when a student is absent. Conferences are implemented if the child has more than 5 unexcused absences. Those students failing courses, we have established Differentiated Instruction as well as Response to Intervention Groups. Those students in the low 25% percentile, have also been included in the RTI groups where they are being pulled out of their Special Area Subjects to remediate their academic weaknesses.

Teachers have implemented in the classroom the DOJO system where students are able to see their classroom behavior chart at all times. DOJO system is an application which is viewed in the promethean board. Teachers create an avatar that represents each student. Once a positive behavior has been identified, the teacher provides a point to the student. Parents and teachers communicate the child's behavior through an agenda weekly. Those students with negative points are counseled by the teacher, administration and parents.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level		Total
	4	5	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	7	10	17

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to make a positive impact on academic performance with students who have been identified with challenges, supportive intervention strategies have been implemented.

ACE has extended school hours. The school hours are from 7:45 a.m. - 2:45 p.m. (Kindergarten - First Grades) and 7:45 a.m. - 3:15 p.m. (Second - Fifth Grades).

Response to Intervention- During RTI, the Literacy Team have implemented a schedule to assist those students performing in the lowest 25% percentile. The students have been identified in these five areas:

1. Phonics / Word Study

2. Phonemic Awareness
3. Fluency
4. Reading Comprehension
5. Vocabulary

As a result of the baseline data, attendance and behavior deficiencies, these students are being pulled out to remediate their area of weakness.

In addition, ACE has implemented the Intensive Reading Course. This course is 60 minutes in addition to the ELA Block of 90 minutes. The classroom teacher uses supplemental materials to enhance, remediate and challenge the student academic progress.

Furthermore, the school has hired a full time Reading Coach to assist teachers with Response to Intervention, Differentiated Instruction and tutoring students who have been identified by the early warning system. Professional development opportunities will be provided throughout the school year to all faculty members.

Teachers will continuously monitor student progress to impact and adjust content to instructional strategies. All teachers have common planning time so they are able to communicate and collaborate among other teachers in order to discuss instructional practices and student needs.

Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment activities.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Alpha Charter of Excellence with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district.

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- School and Teacher Websites
- Robo-calls to Parents
- Telephone communication sent from school and district staff

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- PTA/PTSA Programs
- Parent Workshops/Evenings
- Family Activity Nights

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Homework Support
- Curriculum Nights

4. Volunteerism: Schools will encourage parents and community members to volunteer in schools to support school improvement and student success.

Volunteer Activities:

- Room Parents
- Flexible Assistance for School and Classroom Programs/Events (beyond the school day)
- Chaperoning Activities

5. School Decision Making: Schools will encourage parents and community members to collaborate on educational decisions that affect students and schools.

Decision Making Activities:

- School Improvement Committees
- School Advisory Groups
- Parent feedback/input on current/new programs, initiatives and practices

6. Community Collaboration: The school will encourage collaboration with local community organizations, local governments, businesses, members of the community, and other agencies to improve the academic achievement of all students.

Community Collaboration Activities:

- Facilitate Community members as volunteers in the schools
- Collaborate with local business to co-sponsor events and programs
- Encourage business partnerships with schools
- Co-sponsor academic support programs for students and their parents
- Host Community Forums

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Alpha Charter of Excellence with parents in the community, will develop a parent involvement plan that reflects practices that enhance parent and community involvement and reflect the specific needs of each school within the district. The following are practices secured by the school for student achievement:

1. Communication: Schools and the parent community will communicate regularly and clearly about academic opportunities, school performance, student progress and parent/guardian activities.

Communication Activities:

- Parent Teacher Conferences
- School and Teacher Websites
- Connet Ed (Blackboard Connect) to Parents
- Telephone communication sent from School

2. Parenting: Schools and the parent community will work together to support parenting skills and activities that prepare children for school and support ongoing achievement.

Parenting Activities:

- Curriculum/Open House Nights
- Parent / Teacher Conference Day during Teacher's Planning Days
- Parent Workshops
- Resource Designated Computer Desktop for Parents

3. Student Learning: Schools will encourage parents to support the academic achievement of their children.

Student Learning Activities:

- Continuous communication on academic progress
- Parent Workshops on Homework Support
- Curriculum Conferencing

- Training on Enhancement / Remediation Software
  - Parent Portal Training
4. Volunteerism: Schools will encourage parents and community members to volunteer in schools to support school improvement and student success. Parents are required to complete 20 hours of community volunteer hours per family.  
Volunteer Activities:
- Room Parents
  - Flexible Assistance for School and Classroom Programs/Events (beyond the school day)
  - Chaperoning Activities
  - Assisting in Cafeteria Duties
5. School Decision Making: Schools will encourage parents and community members to collaborate on educational decisions that affect students and schools.  
Decision Making Activities:
- School Improvement Committees
  - EESAC Committee
  - Governing Board Members
  - Parent feedback/input on current/new programs, initiatives and practices
6. Community Collaboration: The school will encourage collaboration with local community organizations, local governments, businesses, members of the community, and other agencies to improve the academic achievement of all students.  
Community Collaboration Activities:
- Facilitate Community members as volunteers in the schools
  - Collaborate with local business to co-sponsor events and programs
  - Encourage business partnerships with schools
  - Co-sponsor academic support programs for students and their parents
  - Host Community Forums
  - Participate in the Health Fair Community Event located at the Marlins' Stadium

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**  
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Navas, Isabel	Principal
Campbel, Kim	Teacher, ESE
Fernandez, Donna	Teacher, K-12
Trujillo, Mabel	Instructional Coach
Uribe, Martha	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Tier 1(Administrator)  
Administrator, Isabel Navas, who will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;  
In addition to the school administrator, the school's Leadership Team, Literacy Team and RTI Team

include the following members who will carry out SIP planning and MTSS problem solving:

- School Reading and Math teachers (Fernandez, Uribe)
- Special Education Personnel (Campbell)
- \* Reading Coach (Trujillo)
- \* Administrator (Navas)

In addition to Tier 1 problem solving, the Leadership will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Members of the MTSS Leadership will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition, selected teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Members of the Leadership, Tier 2, and parent/guardian make up the Tier 3 SST Problem Solving Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures



(approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so

upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy and State Guidelines.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:



Name	Stakeholder Group
Isabel Navas	Principal
Carmen Perez	Teacher
Kim Campbell	Teacher
Claudia David	Education Support Employee
Dorcas Ramon	Education Support Employee
Maria Cristina Santana	Parent
Ileana Terry	Parent
Marcela Salazar	Student
Migel Salazar	Student
Ana Gonzalez	Business/Community
Teresita Hernandez	Business/Community
	Student

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

The SAC involvement in the establishment of the school improvement planning was as follows:

- \* Assistance in the establishment of the school improvement planning team with clear roles and responsibilities;
- \* Reviewed the teams self-assessment of current school practices and programs designed to improve student achievement;
- \* Reviewed student performance data and determine achievement gaps;
- \* Reviewed the teams evaluation of possible contributing factors and provided additional input;
- \* Ensured the plan is monitored for effectiveness as well as timely implementation.

### *Development of this school improvement plan*

The SAC involvement in the development of the school improvement plan was as follows:

- Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
- Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
- Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
- Reviewed the team evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
- Reviewed the action plan developed by the team and provided feedback;
- Will ensure the plan is monitored for effectiveness as well as timely implementation.

### *Preparation of the school's annual budget and plan*

The School Educational Excellence School Advisory Council (EESAC), will focus on ensuring improved student achievement. The goal of the Council will be to achieve consensus in decision making. The focus of the goal is in the preparation of the plan and budget. In addition, evaluate the School Improvement Plan (SIP), as it directly impacts the delivery of the educational programs and

services required by Florida's High Quality Educational System and the Miami Dade County Public School Strategic Planning Goals.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The projected use of SAC funds (\$1300) include:

- The funds will be used to purchase Resource Mate - This program will label our library books in Accelerated Reader (AR) levels. This way all of our students and teachers can identify the Accelerated Reader book easier and students can take the test according to their levels.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Trujillo, Mabel	Instructional Coach
Campbel, Kim	Teacher, ESE
Navas, Isabel	Principal
Fernandez, Donna	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading).

- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school has implemented common planning for teachers to work together and plan the instruction. Administration also provides training sessions where teachers, administration and staff members work together for a common purpose. The school feels that through formal and informal training sessions, study groups, and conversations about teaching, teachers and administrators get the opportunity to get smarter together. Furthermore, teachers are better prepared to support one another's strengths and accommodate weaknesses. Working together, they reduce their individual planning time while greatly increasing the available pool of ideas and materials. The school is better prepared and organized to examine new ideas, methods, and materials. Teachers are organized to ease the strain of staff turnover, both by providing systematic professional assistance to beginners and by explicitly socializing all newcomers, including veteran teachers, to staff values, traditions, and resources.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:

Recruitment:

- Posting on job recruitment websites, such as [www.teacher-teacher.com](http://www.teacher-teacher.com)
- Attend district job and recruitment fairs
- Communicate with colleges and universities (advisors, professors, and career centers ) to solicit referrals of quality interns and graduates

Retention:

- Provide effective teachers with schools-based leadership opportunities
- Provide instructional support to teachers through collaborative planning, modeling , coaching and professional development

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The following outlines the school's teacher mentoring plan:

Mentor's Name is Mabel Trujillo

Mentee Assigned to Kindergarten - 2nd Grade Teachers

Assignment: Creating Differentiated Instruction Centers in the classroom, student data chart, RTI Binder and Data Binder

Mentor's Name is Ms. Kim Campbell

Mentor Assigned to 3rd - 5th Grade Teachers

Rationale for Pairings:

The Reading Coach will assist with the One-to-one mentoring for learning centers, differentiated instruction, student data, RTI and Data Binder.

Planned mentoring activities:

The mentoring program provides teachers with 1 week of PD prior to the start of school. In which, the teachers had to create two lessons based on the weakest benchmark. Then, the teachers will create

together the lesson for each benchmark objective, provide strategies and complete a pre / post test to monitor mastery of benchmark. Teachers will formally meet with their mentor monthly during planning to provide support and guidance in collaborative planning, modeling and shadowing with continuous feedback/discussions, and data coaching.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school core instructional program and curriculum is the same as Miami Dade County Public School. The teachers are using the pacing guides that are aligned to the Florida's Common Core Standards. ACE is using the following curriculum:

1. Reading Wonders and Intervention Core, Reaching Coach Triumph
2. Go Math and Manipulatives
3. Pearson Interactive Science and lab Manipulatives

During the beginning of the school year, professional development was provided to all teachers on the Florida's Standards. The teachers have a better understanding of the goals and objectives of each standard. Lesson plans reflect activities that include the standards. Administration is completing walkthroughs and review lesson plans to make sure the core instructional program and materials are being aligned to the new Florida's Common Core Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school's data is used to differentiate instruction. With the school's data, the teachers will be able to identify standard deficiencies that need to be clarified. All teachers have a data / RTI binder where all the data is filed. The teacher completes an analyzing Reading / Math / Science Data form where they are able to identify deficiencies based on the class data. Furthermore, the teacher identifies the resources and supplemental materials to assist in addressing these standards. Finally, the teacher groups the children according to levels and implements differentiated instruction centers in their classroom. The Reading Coach and administration is responsible to monitor the differentiated instruction process.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 81,000

Key principles of increased/extended learning through school programming:

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
  - Specific standards where students show weakness are identified prior to design of program
  - Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
  - Students are grouped by academic needs and skill deficits through differentiated instruction
  - Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
  - Quarterly teachers examine student progress through formative assessments and discussion with other teachers
  - Curriculum adjusted based on interim and quarterly assessment results
  - Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
  - Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
  - There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment
  - Students who need additional support receive at least 30 minutes per day of tiered intervention tailored specifically to their needs
  - Intensive Reading courses have been assigned to all students.

### ***Strategy Rationale***

The strategy rationale is to ensure that all students including those on tier 2 and 3 are being provided academic support and they are mastery the identified benchmarks.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Navas, Isabel, 929806@dadeschools.net

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data is collected continuously through daily activities that will “check” student’s understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of

the school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Transition to Kindergarten Plan:

Goals and Strategies

1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
  - Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. ACE will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.
  - Provide information, support and opportunities for Pre-K through our partnering agency CNC and Kindergarten teachers to learn about and engage in meaningful transition activities
  - Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
2. Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
  - Assess ELL Students that have answered yes in the Home Language Survey

### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas.
- G2.** Alpha Charter of Excellence will focus on providing strategies and intervention skills to increase academic performance, improve student behavior and attendance.
- G3.** Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving.
- G4.** Alpha Charter of Excellence will follow the Parental Involvement Plan (PIP) in order to build a strong family and community based school leading to higher academic achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas. **1a**

G051781

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	19.0
AMO Reading - All Students	33.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

**Resources Available to Support the Goal** **2**

- Reading Common Core Series (Triumph), Reading Wonders, Reading Wonders Intervention, STAR Reading, Accelerated Reader, SuccessMaker, MicroSociety, Leveled Readers, FAIR-FS
- Mathematics: Go Math Series, STAR Math, Successmaker, Gizmos, Reflex Math, Math Manipulatives
- Writing: Write to Learn, Writing Tools
- Science: Interactive Science Kit, Pearson Interactive Science Curriculum, Gizmo, STEM projects
- Social Studies: Harcourt Series

**Targeted Barriers to Achieving the Goal** **3**

- The actual proficiency level in Reading for the school year 2013-14 is 27% and the target proficiency level in 2014-15 is 33%. The area of deficiency was Vocabulary and Informational Text and Research Process deficiencies.
- The actual proficiency level in Mathematics for the school year 2013-14 is 26% and the target proficiency level in 2014-15 is 34%. The area of deficiency were Expressions, equations and statistics, Geometry and Measurement.
- The actual proficiency level in Science for the school year 2013-14 is 21% and the target proficiency level in 2014-15 is 29%. The area of deficiency were Nature of Science and Life Science.
- The actual proficiency level in Writing for the school year 2013-14 is 12% and the target proficiency level in 2014-15 is 33% of the overall percentage in the FSA Assessment Test.
- The students will improve their Vocabulary and Informational Text and Research Process deficiencies throughout Social Studies Class.

**Plan to Monitor Progress Toward G1. 8**

Data collected throughout the year will be Renaissance Learning, Gizmos, Successmaker, Interim Testing, FAIR-FS Testing

**Person Responsible**

Mabel Trujillo

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Data Reports from Various Software Programs will increase 10% throughout the year. Assessment Reports Interim Fall / Spring

**G2.** Alpha Charter of Excellence will focus on providing strategies and intervention skills to increase academic performance, improve student behavior and attendance. 1a

G051782

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	19.0
AMO Reading - All Students	33.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

**Resources Available to Support the Goal 2**

- Blackboard Connect Message System, Positive Reinforcement (Marlins' Bucks) for Behavior, Attendance and Academic Performance.

**Targeted Barriers to Achieving the Goal 3**

- ACE will reduce the percentage of students absent and tardy from school by 1% in a quarterly basis.
- ACE will reduce the percentage of students failing courses by 2% in a quarterly basis.
- ACE will reduce behavior issues by implementing the Marlins' Bucks Award System.

**Plan to Monitor Progress Toward G2. 8**

Monthly basis, monitor attendance and academic reports

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Reports provided by ISIS, Pinnacle Grading System

**G3.** Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving. 1a

G051783

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- Gizmos Explore Learning, Identify STEM Projects, Science Manipulatives, Lab Reports, Interactive Science Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Noted barriers is to increase the number of students participating in STEM activities and experiences which is also tied to lack of proficiency in Math and Science.

**Plan to Monitor Progress Toward G3.** 8

Interim Science

**Person Responsible**

Isabel Navas

**Schedule**

Quarterly, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Interim Testing, Gizmos Reports, STEM Projects

**G4.** Alpha Charter of Excellence will follow the Parental Involvement Plan (PIP) in order to build a strong family and community based school leading to higher academic achievement. 1a

G051784

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	19.0
AMO Reading - All Students	33.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

**Resources Available to Support the Goal** 2


**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas. 1

G051781

**G1.B1** The actual proficiency level in Reading for the school year 2013-14 is 27% and the target proficiency level in 2014-15 is 33%. The area of deficiency was Vocabulary and Informational Text and Research Process deficiencies. 2

B130309

**G1.B1.S1** Our school wide strategy to improve Reading proficiency is to focus in higher order critical thinking questions. The Depth of Knowledge paradigm in higher order questions will be across the curriculum. There will be additional opportunities for students to engage in learning that supports understanding and mastery of higher order critical thinking questions. Higher order critical thinking questions will be utilized across the curriculum as follows: 1. Graphic Organizers 2. Students Projects and Business Ventures 3. CRISS Strategies In addition, during Differentiated Instruction, students will be working with higher order critical thinking questions that will enable them to evaluate, synthesize and summarize the text. 4

S142332

### Strategy Rationale

Our students have difficulties inferring, synthesizing and evaluation text information that leads to higher order critical thinking questions.

### Action Step 1 5

Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate through the use of:

1. CRISS Strategies
2. Reading Across the Curriculum
3. High Order Critical Thinking Questioning
4. Differentiated Instruction
5. Synthesize and Evaluate Projects
6. Graphic Organizers
7. Depth of Knowledge Chart
8. Business Ventures

### Person Responsible

Mabel Trujillo

### Schedule

Monthly, from 8/18/2014 to 6/4/2015

### Evidence of Completion

Lesson Plans Collaborate Planning Meeting Differentiated Instruction Lesson Plans Walkthroughs Student Projects Bi-Weekly Assessments Interim Fall / Spring Software Data Reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled administrative walkthroughs.

**Person Responsible**

Isabel Navas

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Performance Data Assessment Results from various software programs Interim Fall and Spring Conferencing with Teachers Bi-Weekly Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Ongoing classroom assessments of targeted skills / benchmark  
Review of student performance data from mini assessments  
Instructional support staff will assist the grade level in selecting reading materials that are appropriate and Provide feedback on results of data

**Person Responsible**

Mabel Trujillo


**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Student Performance Data Assessment Results from Various Software Programs Bi-Weekly Assessments Interim Fall / Spring Walkthroughs Conferencing with Teachers

**G1.B2** The actual proficiency level in Mathematics for the school year 2013-14 is 26% and the target proficiency level in 2014-15 is 34%. The area of deficiency were Expressions, equations and statistics, Geometry and Measurement. **2**

 B130310

**G1.B2.S1** The students will use high order critical thinking questions to improve the area of deficiency in Mathematics. The Depth of Knowledge paradigm and higher order critical thinking questions will be evident in all lessons. Teachers will reflect the higher order critical thinking questions in their lesson plans under essential questions. Mathematic manipulatives will be used to improve and enhance Math instruction. Math manipulatives will assist students in thinking creatively, understand Math better, develop better problem-solving skills and assist them in keeping with the progressive movement of discovery and inquiry-based learning to enhance their Math skills. **4**

 S142333

### Strategy Rationale

Students have difficulties in analyzing, synthesizing and evaluating Mathematical questions throughout the text.

### Action Step 1 **5**

Teachers will use grade level appropriate text and manipulatives that provide students the opportunities to think creatively, understand lessons better, develop better problem-solving skills and assist them in inquiry-based learning.

#### Person Responsible

Martha Uribe

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Lesson Plans Walkthroughs Math manipulatives Software Programs (Gizmos / Reflex Math / SuccessMaker / STAR Math) Bi-Weekly Assessments Interim Fall / Spring

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Monitoring for fidelity through the collection of data, walkthroughs and discussions with teachers and administration during collaborative planning meetings and scheduled faculty meetings.

#### Person Responsible

Isabel Navas

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Faculty Meeting Sign In sheet Walkthrough Student Performance Data Various Software Reports Interim Fall / Spring

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ongoing classroom assessments of targeted skills / benchmark, Review of student performance data, Instructional Support Staff will assist in modeling lessons, lesson plan development and coaching.

### Person Responsible

Martha Uribe


### Schedule

Monthly, from 8/18/2014 to 6/4/2015


### Evidence of Completion

Coaching logs Lesson plans Walkthroughs Assessment Results from Various Software Programs will increase by 10% throughout the year Interim Fall / Spring

**G1.B3** The actual proficiency level in Science for the school year 2013-14 is 21% and the target proficiency level in 2014-15 is 29%. The area of deficiency were Nature of Science and Life Science. 2

 B130311

**G1.B3.S1** There will be additional opportunities for students to enhance their Science skills by using higher order critical thinking questions. Students will be involved in science labs and exposed to a structured curriculum that fosters project-based learning and connects high order critical thinking questions into the daily instructional work. Students will use Science Manipulatives and lab kits to enhance learning and experiments. 4

 S142334

### Strategy Rationale

Students have difficulties analyzing, synthesizing and evaluating throughout the text. Students benefit from hands on activities to understand the Science objective better.

## Action Step 1 5

Teachers will use grade level appropriate text, supplemental materials, and lab kits to provide students with opportunities to think critically in the classroom using higher order critical thinking questions.

### Person Responsible

Isabel Navas

### Schedule

Monthly, from 8/18/2014 to 6/3/2015

### Evidence of Completion

Walkthroughs Lesson plan Collaborating Meetings Participation of the Student Oral Presentations Interim Fall / Spring Reports from Various Software Programs



**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Monitoring for fidelity through the collection of data, analysis and discussion with teachers during collaborative planning meetings and scheduled administrative walkthroughs.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Faculty Meeting Sign in Sheets Professional Development Sign In Sheets Walkthroughs  
Data Collection Bi-Weekly Interim Fall / Spring Reports from Various Software Programs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Ongoing classroom assessments of targeted skills and benchmarks, review of student performance data, instructional support from staff and feedback.

**Person Responsible**

Isabel Navas


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Student Data Walkthrough Interim Fall / Spring Reports from Various Software Programs will increase by 10% throughout the school year. Student Lab Reports Student Oral and Written Participation

**G1.B4** The actual proficiency level in Writing for the school year 2013-14 is 12% and the target proficiency level in 2014-15 is 33% of the overall percentage in the FSA Assessment Test. 2

 B130312

**G1.B4.S1** There will be additional opportunities for student to engage in writing across the curriculum that supports higher order critical thinking essay questions that is embedded all lessons. 4

 S142335

### Strategy Rationale

Students have difficulties in the organization and elaboration of higher order critical thinking essay questions.

### Action Step 1 5

Teachers will incorporate Writing in their ELA class as well as across the curriculum. Higher order critical thinking questions will be implemented throughout the lessons.

#### Person Responsible

Isabel Navas

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Data Reports from Write to Learn Pre / Mid/ Post Writing Essays Class Reading / Writing Assessments

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitoring for fidelity through the collection of data, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled administrative walkthroughs.

#### Person Responsible

Isabel Navas

#### Schedule

On 6/4/2015

#### Evidence of Completion

Student Performance Data Write to Learn Reports Student work Conferencing with Teachers Pre / Mid / Post Writing Essay

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Ongoing classroom assessments of targeted skills and benchmark, review of student performance data from assessments, and instructional support and feedback

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Performance Data Write to Learn Reports Student Writing Portfolios Pre / Mid / Post Writing will increase by 10% of the students scoring a 4 and higher.

**G1.B5** The students will improve their Vocabulary and Informational Text and Research Process deficiencies throughout Social Studies Class. 2

 B130313

**G1.B5.S1** Reading Across the curriculum will be implemented in Social Studies. 4

 S142336

**Strategy Rationale**

Students have difficulties inferring, synthesizing and evaluating text information that leads to higher order critical thinking questions.

**Action Step 1 5**

Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate learning.

**Person Responsible**

Mabel Trujillo

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans, Collaborate Planning Meeting, Differentiated Instruction, Walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

Monitoring for fidelity through the collection of data for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled administrative walkthroughs.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Assessments from Various Software Programs Walkthroughs Conferencing with Teachers.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Ongoing classroom assessments of targeted skills / benchmark  
Review of student performance data from mini assessments, tests, Interim, Various Software Programs

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student Performance Data Assessments Results from Various Software Programs Bi-Weekly Assessments Walkthroughs Interim Testing Conferencing with Teachers

**G2.** Alpha Charter of Excellence will focus on providing strategies and intervention skills to increase academic performance, improve student behavior and attendance. 1

G051782

**G2.B1** ACE will reduce the percentage of students absent and tardy from school by 1% in a quarterly basis. 2

B130314

**G2.B1.S1** The school will conference with the parents to explain the importance of attendance. In the classroom, teachers will have Perfect Attendance chart to reward students for attendance. The Marlins' Bucks and ice-cream parties will be rewards for improving attendance. 4

S142337

### Strategy Rationale

Parents and students need to be aware of the importance of coming to school.

### Action Step 1 5

Teachers and Administrators will work together to improve the overall attendance in the school by providing incentives, conferencing with parents, awards and phone calls to home.

#### Person Responsible

Isabel Navas

#### Schedule

Biweekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Phone Logs Conference Logs

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will keep records of phone and conference logs. CIS will also have phone logs.

#### Person Responsible

Isabel Navas

#### Schedule

Biweekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Phone Logs Conference Logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor attendance and provide conferences with parents and students.

**Person Responsible**

Isabel Navas


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Phone Logs Conference Logs Attendance Logs

**G2.B2** ACE will reduce the percentage of students failing courses by 2% in a quarterly basis. 2

 B130315

**G2.B2.S1** The teacher will progress monitor students that are failing courses. Teachers will have parent-teacher conferences with student and parent. Parents will be able to schedule meetings with teacher and administrators. 4

 S142338

**Strategy Rationale**

Students with low academic need extra supportive actions.

**Action Step 1** 5

Teacher and Administrator will monitor failing grades through report cards and interim reports.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Report Cards Conferences with Parents Interim Reports Below Level Software Reports

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will progress monitor students in the grade book.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Pinneacle (Gradebook) Reports

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The teachers will monitor the grade book reports and classroom grades.

**Person Responsible**

Isabel Navas


**Schedule**

On 6/4/2015


***Evidence of Completion***

Pinnacle Report (Grade Book) Classroom Grades

**G2.B3** ACE will reduce behavior issues by implementing the Marlins' Bucks Award System. 2

 B130316

**G2.B3.S1** Teachers will reduce the behavior issues in the classroom by using DOJO application and reward incentives. 4

 S142339

### **Strategy Rationale**

Students need incentive program and a constant visual behavior system they can rely on.

### **Action Step 1** 5

Teachers will implement the DOJO application.

#### **Person Responsible**

Isabel Navas

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### ***Evidence of Completion***

Agendas DOJO Application Point Reports Conferencing Phone Logs

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The teachers will monitor DOJO application in a timely basis.

#### **Person Responsible**

Isabel Navas

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### ***Evidence of Completion***

DOJO Application Point Reports Phone Calls Conferencing Logs



**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Techers will monitor continously the progress of student behavior throughout the school year by implementing the DOJO application.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

DOJO Application Point Reports Conference Logs Phone Logs Agendas

**G3.** Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving. 1

G051783

**G3.B1** Noted barriers is to increase the number of students participating in STEM activities and experiences which is also tied to lack of proficiency in Math and Science. 2

B130317

**G3.B1.S1** Students will be involved in higher order critical thinking questioning by: Using Scientific Inquiry, inquiry techniques, such as data collection and reporting, Use of Scientific Vocabulary in a purposeful and meaningful way, Involve students as active participants in the process of Scientific Inquiry and Utilizing Graphic Organizers. Also, the students can complete lab reports in cooperative learning groups or individual assignments. 4

S142340

### Strategy Rationale

Students need additional support in the implementation of STEM to enhance their proficiency levels in Math and Science. Also to use higher order critical thinking questions throughout the STEM Projects.

### Action Step 1 5

Teachers will develop a plan that supports the implementation of quality program, identify and select the needs of the school to support STEM, Structure instructional plans with STEM standards to promote student use of STEM, assess staff knowledge and understanding of STEM.

#### Person Responsible

Martha Uribe

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Walkthroughs STEM Activities Lab Reports MicroSociety Projects

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Teachers will collection bi-weekly data to review, analysis and discussion with administration during collaborative planning meetings and provide progress updates with the principal.

**Person Responsible**

Isabel Navas

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

STEM Projects MicroSociety Events Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Teacher will complete ongoing classroom assessments of targeted skills/benchmark, Review of student performance data from writing assignments using higher order critical thinking questions, and the display of STEM Projects.

**Person Responsible**

Isabel Navas

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

STEM Projects Data Analysis MicroSociety Events GIZMOS Reports Writing Reports

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate through the use of: 1. CRISS Strategies 2. Reading Across the Curriculum 3. High Order Critical Thinking Questioning 4. Differentiated Instruction	Trujillo, Mabel	8/18/2014	Lesson Plans Collaborate Planning Meeting Differentiated Instruction Lesson Plans Walkthroughs Student Projects Bi-Weekly Assessments Interim Fall / Spring Software Data Reports	6/4/2015 monthly

**Dade - 5410 - Alpha Charter Of Excellence - 2014-15 SIP**  
*Alpha Charter Of Excellence*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	5. Synthesize and Evaluate Projects 6. Graphic Organizers 7. Depth of Knowledge Chart 8. Business Ventures				
G1.B2.S1.A1	Teachers will use grade level appropriate text and manipulatives that provide students the opportunities to think creatively, understand lessons better, develop better problem-solving skills and assist them in inquiry-based learning.	Uribe, Martha	8/18/2014	Lesson Plans Walkthroughs Math manipulatives Software Programs (Gizmos / Reflex Math / SuccessMaker / STAR Math) Bi-Weekly Assessments Interim Fall / Spring	6/4/2015 monthly
G1.B3.S1.A1	Teachers will use grade level appropriate text, supplemental materials, and lab kits to provide students with opportunities to think critically in the classroom using higher order critical thinking questions.	Navas, Isabel	8/18/2014	Walkthroughs Lesson plan Collaborating Meetings Participation of the Student Oral Presentations Interim Fall / Spring Reports from Various Software Programs	6/3/2015 monthly
G1.B4.S1.A1	Teachers will incorporate Writing in their ELA class as well as across the curriculum. Higher order critical thinking questions will be implemented throughout the lessons.	Navas, Isabel	8/18/2014	Data Reports from Write to Learn Pre / Mid/ Post Writing Essays Class Reading / Writing Assessments	6/4/2015 monthly
G1.B5.S1.A1	Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate learning.	Trujillo, Mabel	8/18/2014	Lesson Plans, Collaborate Planning Meeting, Differentiated Instruction, Walkthroughs	6/4/2015 monthly
G2.B1.S1.A1	Teachers and Administrators will work together to improve the overall attendance in the school by providing incentives, conferencing with parents, awards and phone calls to home.	Navas, Isabel	8/18/2014	Phone Logs Conference Logs	6/4/2015 biweekly
G2.B2.S1.A1	Teacher and Administrator will monitor failing grades through report cards and interim reports.	Navas, Isabel	8/18/2014	Report Cards Conferences with Parents Interim Reports Below Level Software Reports	6/4/2015 monthly
G2.B3.S1.A1	Teachers will implement the DOJO application.	Navas, Isabel	8/18/2014	Agendas DOJO Application Point Reports Conferencing Phone Logs	6/4/2015 monthly
G3.B1.S1.A1	Teachers will develop a plan that supports the implementation of quality program, identify and select the needs of the school to support STEM, Structure instructional plans with STEM standards to promote student use of STEM, assess staff knowledge and understanding of STEM.	Uribe, Martha	8/18/2014	Walkthroughs STEM Activities Lab Reports MicroSociety Projects	6/4/2015 monthly
G1.MA1	Data collected throughout the year will be Renaissance Learning, Gizmos, Successmaker, Interim Testing, FAIR-FS Testing	Trujillo, Mabel	8/18/2014	Data Reports from Various Software Programs will increase 10% throughout the year. Assessment Reports Interim Fall / Spring	6/4/2015 monthly
G1.B1.S1.MA1	Ongoing classroom assessments of targeted skills / benchmark Review of student performance data from mini assessments Instructional support staff will assist the grade level in selecting reading materials that are appropriate and Provide feedback on results of data	Trujillo, Mabel	8/18/2014	Student Performance Data Assessment Results from Various Software Programs Bi-Weekly Assessments Interim Fall / Spring Walkthroughs Conferencing with Teachers	6/4/2015 biweekly
G1.B1.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative	Navas, Isabel	8/18/2014	Student Performance Data Assessment Results from various software programs Interim Fall and Spring Conferencing with Teachers Bi-Weekly Assessments	6/4/2015 biweekly

**Dade - 5410 - Alpha Charter Of Excellence - 2014-15 SIP**  
*Alpha Charter Of Excellence*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning meetings and scheduled administrative walkthroughs.				
G1.B2.S1.MA1	Ongoing classroom assessments of targeted skills / benchmark, Review of student performance data, Instructional Support Staff will assist in modeling lessons, lesson plan development and coaching.	Uribe, Martha	8/18/2014	Coaching logs Lesson plans Walkthroughs Assessment Results from Various Software Programs will increase by 10% throughout the year Interim Fall / Spring	6/4/2015 monthly
G1.B2.S1.MA1	Monitoring for fidelity through the collection of data, walkthroughs and discussions with teachers and administration during collaborative planning meetings and scheduled faculty meetings.	Navas, Isabel	8/18/2014	Faculty Meeting Sign In sheet Walkthrough Student Performance Data Various Software Reports Interim Fall / Spring	6/4/2015 monthly
G1.B3.S1.MA1	Ongoing classroom assessments of targeted skills and benchmarks, review of student performance data, instructional support from staff and feedback.	Navas, Isabel	8/18/2014	Student Data Walkthrough Interim Fall / Spring Reports from Various Software Programs will increase by 10% throughout the school year. Student Lab Reports Student Oral and Written Participation	6/4/2015 monthly
G1.B3.S1.MA1	Monitoring for fidelity through the collection of data, analysis and discussion with teachers during collaborative planning meetings and scheduled administrative walkthroughs.	Navas, Isabel	8/18/2014	Faculty Meeting Sign in Sheets Professional Development Sign In Sheets Walkthroughs Data Collection Bi-Weekly Interim Fall / Spring Reports from Various Software Programs	6/4/2015 monthly
G1.B4.S1.MA1	Ongoing classroom assessments of targeted skills and benchmark, review of student performance data from assessments, and instructional support and feedback	Navas, Isabel	8/18/2014	Student Performance Data Write to Learn Reports Student Writing Portfolios Pre / Mid / Post Writing will increase by 10% of the students scoring a 4 and higher.	6/4/2015 monthly
G1.B4.S1.MA1	Monitoring for fidelity through the collection of data, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled administrative walkthroughs.	Navas, Isabel	8/18/2014	Student Performance Data Write to Learn Reports Student work Conferencing with Teachers Pre / Mid / Post Writing Essay	6/4/2015 one-time
G1.B5.S1.MA1	Ongoing classroom assessments of targeted skills / benchmark Review of student performance data from mini assessments, tests, Interim, Various Software Programs	Navas, Isabel	8/18/2014	Student Performance Data Assessments Results from Various Software Programs Bi-Weekly Assessments Walkthroughs Interim Testing Conferencing with Teachers	6/4/2015 monthly
G1.B5.S1.MA1	Monitoring for fidelity through the collection of data for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled administrative walkthroughs.	Navas, Isabel	8/18/2014	Assessments from Various Software Programs Walkthroughs Conferencing with Teachers.	6/4/2015 monthly
G2.MA1	Monthly basis, monitor attendance and academic reports	Navas, Isabel	8/18/2014	Reports provided by ISIS, Pinnacle Grading System	6/4/2015 monthly
G2.B1.S1.MA1	Monitor attendance and provide conferences with parents and students.	Navas, Isabel	8/18/2014	Phone Logs Conference Logs Attendance Logs	6/4/2015 monthly
G2.B1.S1.MA1	Teachers will keep records of phone and conference logs. CIS will also have phone logs.	Navas, Isabel	8/18/2014	Phone Logs Conference Logs	6/4/2015 biweekly
G2.B2.S1.MA1	The teachers will monitor the grade book reports and classroom grades.	Navas, Isabel	8/18/2014	Pinnacle Report (Grade Book) Classroom Grades	6/4/2015 one-time
G2.B2.S1.MA1	Teachers will progress monitor students in the grade book.	Navas, Isabel	8/18/2014	Pinnecl (Gradebook) Reports	6/4/2015 monthly
G2.B3.S1.MA1	Techers will monitor continuously the progress of student behavior throughout the school year by implementing the DOJO application.	Navas, Isabel	8/18/2014	DOJO Application Point Reports Conference Logs Phone Logs Agendas	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	The teachers will monitor DOJO application in a timely basis.	Navas, Isabel	8/18/2014	DOJO Application Point Reports Phone Calls Conferencing Logs	6/4/2015 monthly
G3.MA1	Interim Science	Navas, Isabel	10/1/2014	Interim Testing, Gizmos Reports, STEM Projects	6/4/2015 quarterly
G3.B1.S1.MA1	Teacher will complete ongoing classroom assessments of targeted skills/benchmark, Review of student performance data from writing assignments using higher order critical thinking questions, and the display of STEM Projects.	Navas, Isabel	8/18/2014	STEM Projects Data Analysis MicroSociety Events GIZMOS Reports Writing Reports	6/4/2015 monthly
G3.B1.S1.MA1	Teachers will collection bi-weekly data to review, analysis and discussion with administration during collaborative planning meetings and provide progress updates with the principal.	Navas, Isabel	8/18/2014	STEM Projects MicroSociety Events Walkthroughs	6/4/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas.

**G1.B1** The actual proficiency level in Reading for the school year 2013-14 is 27% and the target proficiency level in 2014-15 is 33%. The area of deficiency was Vocabulary and Informational Text and Research Process deficiencies.

**G1.B1.S1** Our school wide strategy to improve Reading proficiency is to focus in higher order critical thinking questions. The Depth of Knowledge paradigm in higher order questions will be across the curriculum. There will be additional opportunities for students to engage in learning that supports understanding and mastery of higher order critical thinking questions. Higher order critical thinking questions will be utilized across the curriculum as follows: 1. Graphic Organizers 2. Students Projects and Business Ventures 3. CRISS Strategies In addition, during Differentiated Instruction, students will be working with higher order critical thinking questions that will enable them to evaluate, synthesize and summarize the text.

### PD Opportunity 1

Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate through the use of: 1. CRISS Strategies 2. Reading Across the Curriculum 3. High Order Critical Thinking Questioning 4. Differentiated Instruction 5. Synthesize and Evaluate Projects 6. Graphic Organizers 7. Depth of Knowledge Chart 8. Business Ventures

#### Facilitator

TriStar / Building Blocs for Change: Florida Standards PD

#### Participants

Classroom / Special Area Teachers

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

**G1.B2** The actual proficiency level in Mathematics for the school year 2013-14 is 26% and the target proficiency level in 2014-15 is 34%. The area of deficiency were Expressions, equations and statistics, Geometry and Measurement.

**G1.B2.S1** The students will use high order critical thinking questions to improve the area of deficiency in Mathematics. The Depth of Knowledge paradigm and higher order critical thinking questions will be evident in all lessons. Teachers will reflect the higher order critical thinking questions in their lesson plans under essential questions. Mathematic manipulatives will be used to improve and enhance Math instruction. Math manipulatives will assist students in thinking creatively, understand Math better, develop better problem-solving skills and assist them in keeping with the progressive movement of discovery and inquiry-based learning to enhance their Math skills.

### **PD Opportunity 1**

Teachers will use grade level appropriate text and manipulatives that provide students the opportunities to think creatively, understand lessons better, develop better problem-solving skills and assist them in inquiry-based learning.

#### **Facilitator**

Dr. Hilton / Math Manipulatives and Hands On Activities

#### **Participants**

2nd - 5th Grade Teachers

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015



**G1.B3** The actual proficiency level in Science for the school year 2013-14 is 21% and the target proficiency level in 2014-15 is 29%. The area of deficiency were Nature of Science and Life Science.

**G1.B3.S1** There will be additional opportunities for students to enhance their Science skills by using higher order critical thinking questions. Students will be involved in science labs and exposed to a structured curriculum that fosters project-based learning and connects high order critical thinking questions into the daily instructional work. Students will use Science Manipulatives and lab kits to enhance learning and experiments.

### **PD Opportunity 1**

Teachers will use grade level appropriate text, supplemental materials, and lab kits to provide students with opportunities to think critically in the classroom using higher order critical thinking questions.

#### **Facilitator**

Gizmo Training

#### **Participants**

3rd - 5th Grade Teachers

#### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**G1.B4** The actual proficiency level in Writing for the school year 2013-14 is 12% and the target proficiency level in 2014-15 is 33% of the overall percentage in the FSA Assessment Test.

**G1.B4.S1** There will be additional opportunities for student to engage in writing across the curriculum that supports higher order critical thinking essay questions that is embedded all lessons.

### **PD Opportunity 1**

Teachers will incorporate Writing in their ELA class as well as across the curriculum. Higher order critical thinking questions will be implemented throughout the lessons.

#### **Facilitator**

Write to Learn

#### **Participants**

Khalaf, Coroas and Campbell

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**G1.B5** The students will improve their Vocabulary and Informational Text and Research Process deficiencies throughout Social Studies Class.

**G1.B5.S1** Reading Across the curriculum will be implemented in Social Studies.

**PD Opportunity 1**

Teachers will use grade level appropriate text and supplemental materials that provide students opportunities to read and comprehend literature and informational text. Students will engage in higher order critical thinking questions to facilitate learning.

**Facilitator**

Ms. Trujillo / Implementing Differentiated Instructional Lessons in the Classroom

**Participants**

All Faculty Members

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**G3.** Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving.

**G3.B1** Noted barriers is to increase the number of students participating in STEM activities and experiences which is also tied to lack of proficiency in Math and Science.

**G3.B1.S1** Students will be involved in higher order critical thinking questioning by: Using Scientific Inquiry, inquiry techniques, such as data collection and reporting, Use of Scientific Vocabulary in a purposeful and meaningful way, Involve students as active participants in the process of Scientific Inquiry and Utilizing Graphic Organizers. Also, the students can complete lab reports in cooperative learning groups or individual assignments.

**PD Opportunity 1**

Teachers will develop a plan that supports the implementation of quality program, identify and select the needs of the school to support STEM, Structure instructional plans with STEM standards to promote student use of STEM, assess staff knowledge and understanding of STEM.

**Facilitator**

Gizmo Explore Learning Training

**Participants**

3rd - 5th Grade Teachers

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas.	66,418
<b>Goal 3:</b> Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving.	0
<b>Grand Total</b>	<b>66,418</b>

### Goal 1: Alpha Charter of Excellence will increase student achievement by implementing school wide critical thinking skills to improve core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Mable Trujillo (Reading Coach)	Title I Part A	21,200
<b>B1.S1.A1</b> - Intensive Reading Stipend for Teachers	Title I Part A	9,030
<b>B1.S1.A1</b> - Renaissance Learning, Gizmo, and Successmaker	Title I Part A	11,844
<b>B1.S1.A1</b> - Write to Learn	Other Federal	5,000
<b>B1.S1.A1</b>		0
<b>B1.S1.A1</b>		0
<b>B2.S1.A1</b>		0
<b>B2.S1.A1</b> - Renaissance, SuccessMaker and Gizmos	Title I Part A	11,844
<b>B3.S1.A1</b> - Gizmos	Title I Part A	2,500
<b>B4.S1.A1</b> - Write to Learn	Other Federal	5,000
<b>Total Goal 1</b>		<b>66,418</b>

### Goal 3: Alpha Charter of Excellence will increase the participation in the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in independent and collaborative STEM Project and Problem Solving.

Description	Source	Total
<b>B1.S1.A1</b> - Marist Coroas attended the Gizmos Explore Learning Training	Other	0
<b>B1.S1.A1</b> - Write To Learn Program	Other	0
<b>Total Goal 3</b>		<b>0</b>